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ONTARIO

Department of Education

Courses of Study

Grades IX and X

MODERN LANGUAGES



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IX-X
1938

Issued by Authority of
The Minister of Education



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Grades IX and X

MODERN LANGUAGE

Revised Edition, 1918

Published by the
Department of Education

COURSES OF STUDY

For

**Grades IX and X (Forms I and II Lower School
and Fifth Classes)**

In

**Collegiate Institutes, High, Vocational and Continuation
Schools and Public and Separate Schools**

GRADE IX

FRENCH

The study of French in Ontario schools has two main objectives: an understanding and appreciation of the French people, to be gained through the medium of their literature, and ability to communicate with them in their own language. It is recognized that these aims can be only partially achieved at any stage of instruction, and no ideal programme impossible of realization is being proposed. A progressive step in modern language study has already been made in our schools by the recent increase in the amount of reading, and it is believed that very much more can be accomplished if a still greater transfer of emphasis is made, especially in the early stages.

Instead of making grammar an end in itself, it is proposed to make it a means to an end. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. Formal or theoretic grammar should be replaced by functional grammar, all the essentials of which should be covered in the first two years. The learning of formal rules is less important in this period than is the observation of examples; yet it is essential to learn paradigms and to aim at accuracy throughout. A careful study of the ways in which words and forms are combined into phrases, and phrases into sentences, will be a natural preparation for the more formal study of grammar in Grades XI, XII, and XIII.

Reading for enjoyment and understanding should be the first and constant concern of the pupil. He will learn to read by one method alone and that is by reading, and he should be given every encouragement by being supplied with interesting and well-graded reading material. In this way his enjoyment will be sustained and his sense of power will be steadily increased. He will have a progressive growth of interest in the literature of the people whose language he is studying, in their psychology, manners, customs, history, institutions and ideals, and this acquaintance with a civilization different from his own will give him a broader outlook and make him a better citizen.

While the ability to converse and to write in French has less cultural value than the ability to read, and may be a less permanent possession, it is recognized that this objective is of genuine importance in itself and that progress in its

achievement is attended by an excellent mental discipline. Moreover, the desire to express oneself in a language other than one's own is quite natural, and indeed is almost universally the primary interest of the beginner in language study. Full advantage should be taken of this interest by making as much oral use of the language as possible in the classroom. Indeed, except for the explanation of the essentials of grammar and the occasional necessity for translation at the outset, there will be very little reason for the use of anything but French throughout the course of instruction. Naturally, the utmost simplicity of expression is all that can be expected in Grade IX. It should always be remembered, however, that French is a living language and is of practical value, especially in Canada. Only when it is kept living in the classroom, can any real success be hoped for in instruction.

By the end of the secondary school course the pupil should have a much higher degree of efficiency in both comprehension and expression than he now attains, and in the process of acquiring this power he should make a thoroughly enjoyable acquaintance with the literature and life of the people of France and French Canada. Whereas in the past he has had difficulty in reading the eight hundred pages required, it is believed that the new method will enable him to read almost twice this amount with ease in the course of his five secondary school years. In this programme the ultimate reading objective for the five grades should be 1,500 pages, i.e., 100 pages in Grade IX, 200 in Grade X, 300 in Grade XI, 400 in Grade XII, and 500 in Grade XIII. This increase by one hundred pages each year would seem reasonably progressive. It is believed that all the objectives mentioned can be attained through the use of "Basic French" (Copp Clark Company). It is recommended that the whole book be covered in Grades IX and X. The first twelve lessons should constitute the work of Grade IX.

Before using this text-book in the classroom the teacher should spend about four weeks acquainting the class with the method of forming the French sounds. The names of classroom objects as well as expressions used in the classroom should be taught by the direct method, and these should be incorporated into the exercises on the sounds. The phonetic symbols for the sounds should be taught, and the pupil should be able at the end of this preliminary stage to make all the sounds with reasonable accuracy and know what sound each symbol represents. Before the introduction of spelling at the end of this period, he should have gained some facility in reading simple phonetic transcription of words and phrases with which he has become familiar. However, no actual phonetic transcription on the part of the pupil should be required at this stage.

The attention of the teachers is called to the fact that a new method of approach is necessary. As little translation as possible should be used in the first few lessons and this should rapidly diminish until only the occasional word will be translated. It will be found that the text contains such an abundance of simple material, so much repetition of vocabulary and grammatical application that the pupil's progress will be rapid and easy. The teacher should read the French aloud and simultaneously the pupil should read it silently. The teacher should give necessary explanations in French as early as possible. Only points in grammar need be explained in English; some teachers may find that they can get satisfactory results by making these explanations in French. Pains should be taken to enable the pupil to make an immediate contact with the French text without the use of English in any form.

Question and answer in French should be used to help the pupil fix the forms and expressions in his mind. Reading aloud on the part of the class, individually and in concert, should also be done to a great extent. Reading in unison gives the timid pupil confidence. Accurate pronunciation should be insisted upon at all times. Additional exercises will have to be supplied by the teacher; but only as much translation from English into French should be done as will ensure accuracy of comprehension and expression. The "Conversations" should be memorized and dramatized. Short passages, only words and phrases at first, should be given for practice in dictation. Later, longer passages from the text might profitably be used. Simple exercises in free oral and written composition based on the text should be given.

GRADE X

FRENCH

The programme as outlined for Grade IX will be continued in Grade X, the remaining fourteen lessons of "Basic French" constituting the course of study.

It is again emphasized that the objective in reading is comprehension. By the end of Grade X the pupils should be able to read simple French with pleasure; there should be no occasion for the laborious effort of fitting together individual words. The stories to be read are so carefully graded, progressing so slowly in vocabulary, idiom, and construction that translation of the text would be a sheer waste of time and would actually retard the development of the pupil's power of comprehension. Questions in French to be answered in French, first orally and then in writing, should be continued as a means of testing comprehension. It is suggested that the pupil write on the blackboard the answer he has just given orally. The work of the rest of the class need not be interrupted while he is writing his answer, but the written answers should be corrected before the end of the class period. This practice in simple oral and written composition, begun in Grade IX, will gradually increase in scope. In addition, the pupils should be encouraged at this stage to use the French they already know to explain simple expressions in the text. They should even be asked to give in their own words the content of short passages.

Increasing emphasis should be placed on dictation and oral reading. Constant attention should be given to accurate pronunciation. The individual sounds of the language formed the subject of study in the first year; now the centre of interest should be the sounds in combination: word grouping, liaison, stress, and intonation. The pupils should read in concert and individually, observing and imitating the rhythm indicated by the teacher.

Special stress is laid on the verb in the section of "Basic French" to be covered in Grade X. The verb is the most important part of the French sentence, and by the end of this year of study the pupils should have a thorough knowledge of all forms of the regular and irregular verbs contained in the text-book.

Additional exercises will have to be supplied by the teachers as is the case in Grade IX.

GERMAN

The objectives in the study of German in Ontario schools are in the main identical with those in French, viz., an understanding and appreciation of the German people to be gained through the medium of their literature, and the ability to communicate with them in their own language. As in the study of French, the emphasis should, especially in the early stages, be put on reading for comprehension. This does not preclude the translation of an occasional difficult word or phrase when that seems to be the only way to ensure comprehension.

At the outset only sufficient grammar should be taught to make comprehension attainable. Although formal grammar is not to be stressed, it is essential to learn fundamental rules and paradigms and to aim at accuracy throughout.

Since the reading method is to be stressed, the pupil must be supplied with interesting and well-graded reading material. Only by reading, will he acquire a sense of power over the language and the ability to understand the people whose language he is studying. The emphasis on reading should make it possible for the pupil to read considerably more than he has read in the past and to read with much more enjoyment than hitherto.

While the reading objective is of prime importance, it is recognized that the speaking and writing of German are valuable achievements in themselves; they also stimulate the interest of the pupil and bring to him a sense of accomplishment. As much oral use of the language as possible should be made.

It is believed that the objectives mentioned can be attained through the use of "Lernen Sie Deutsch" (Holt & Co.).

It is suggested that the first twelve lessons be covered in Grade X and the rest of the book in Grade XI. Additional reading material will have to be supplied and it is recommended that "Allerlei" (Chicago—Heath) be used for Grade X and "A Graded German Reader" (Crofts & Co.) for Grade XI. These three books will provide approximately 225 pages of reading material (80 pages in Grade X and 145 in Grade XI). It is felt that pupils who are studying German should read at least this amount in the first two years.

NOTE I:

Pupils who have shown in Grade IX that they have no ability in the study of French should be advised against continuing this subject in Grade X of the General Course.

NOTE II:

Vocational Schools in which French courses have already been organized for their special needs should not be required to adopt the new course recommended in this report unless they so desire.

NOTE III:

If the course for Grade IX (the first twelve lessons) has not been completed, it should be completed with Grade X classes before the regular course of study for this Grade is attempted.

GERMAN

The first part of the book is devoted to a general survey of the German language and its history. It begins with a chapter on the German alphabet and pronunciation, followed by a chapter on the German grammar and syntax. The author then discusses the German vocabulary and the influence of other languages on the German language.

The second part of the book is devoted to a detailed study of the German grammar and syntax. It covers the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The third part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The fourth part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The fifth part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The sixth part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The seventh part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.

The eighth part of the book is devoted to a study of the German vocabulary and the influence of other languages on the German language. It discusses the German noun, verb, and adjective, and discusses the German sentence structure and the use of the German case system.